

URBAN
MUNICIPAL

CA3 ON HW W26
A35
2001

AGENDAS/ MINUTES
SPECIAL EDUCATION ADVISORY
COMMITTEE OF THE HAMILTON-
WENTWORTH DISTRICT SCHOOL
BOARD DEC. 19, 2001 ...

CA3 ON HW W26
A35
2001

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
AGENDA
SPECIAL EDUCATION ADVISORY COMMITTEE
Wednesday, December 19, 2001**

Location: Board Room

7:00 p.m.

1. Call to order M. Botting
2. Approval of Agenda
3. Approval of the Minutes of November 28, 2001
4. Election of Chair/Vice-Chair
5. **Timed Presentations**
 - a. 7:20 p.m. - School to Work Report (including Vocational Education) E. Bond
 - b. 8:00 p.m. - ISA process N. Harper
6. **Remarks – Chair**
7. **Special Education Report** E. Corcione
8. **Committee Reports**
 - a. SEAC Concerns – Steering Committee Reports M. Botting
9. **Members' Updates**
10. **Business Arising from the Minutes**
 - a. Consultant re: SEAC V. Wylson-Sher
11. **New Business**
 - a. Special Education Plan M. Botting E. Corcione
 - b. Visits to Secondary Composite Classes C. Vidic
12. **Correspondence**
 - a. Sean Logan Centre for Tourette Syndrome re Representation on SEAC
13. **Other Business – Chair**
14. **Distribution**

URBAN MUNICIPAL

JAN 24 2002

GOVERNMENT DOCUMENTS

Future Meetings

Board	December 20, 2001	8:00 p.m.
<u>2002</u>		
Committee of the Whole	<u>Monday, January 7, 2002</u>	<u>6:30 p.m.</u>
Committee of the Whole	<u>Monday, January 14, 2002</u>	<u>6:30 p.m.</u>
Board	<u>Monday, January 28, 2002</u>	<u>6:30 p.m.</u>
<i>Special Education Advisory Committee</i>	<i>Wednesday, January 30, 2002</i>	<i>7:00 p.m.</i>

**[IF YOU ARE UNABLE TO ATTEND, PLEASE ADVISE THE MINUTE ROOM AS EARLY AS POSSIBLE –
527-5092 EXT. 2273/2274.]**

**SPECIAL EDUCATION ADVISORY COMMITTEE
2001-2003 MEMBERSHIP**

Elected Officials of the Board

V. Wylson-Sher - SEAC Chair
B. Pupols - SEAC Vice-Chair

Trustees:
Bishop, Judith
H: 905-5287740
fax: 905- 5287427:
jbishop@hwdsb.on.ca
Marston, Wayne
H: 905-3176347
fax: 905-5212544 [c/o Minute Room]
wmarston@hwdsb.on.ca

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Association for Bright Children

Jenkins, Elizabeth
H: 905-5295472; fax: 905- 5231533
ejenkins@cgocable.net

***CHOICES – Supporting People
with Developmental Disabilities***

Bushey, Hal
H: 905-6897240; B: 905-6286147, ext. 27
fax: 905-6286175
hbushey@dhagencies.on.ca
Grant, John [Alternate]
H: 905-6273531

Easter Seal Society, Ontario

McComb, Eleanor
H: 905-5753740
rmccomb@mountaincable.net

***Autism Society Ontario
Hamilton-Wentworth Chapter***

Wylson-Sher, Vicky
H: 905-6484266
fax: 905-6488265
idoc@sympatico.ca
Simms-Obidi, Teresa [Alternate]
H: 905-5459643
simms_obidi@yahoo.com

***Down Syndrome Association of
Hamilton***

Pupols, Beverley
H: 905-5742716
pupols@worldchat.com
Pepper, Heather [Alternate]
H: 905-3885904
cycling.fred.pepper@sympatico.ca

***Learning Disabilities Association of
Hamilton-Wentworth***

Pettipas, Rick
H: 905-3872918
B: 905-5274322 ext 46746
fax: 905-5778017
pettipas@hhsc.ca

***Canadian National Institute for the
Blind (CNIB)***

Peters, Robert
H: 905-5606051; B: 1-800-580-7876
ext. 2768
petersr38@hotmail.com

***Hamilton Association for Community
Living***

Shields, Bryan
H: 905-3851485; B: 905-5280281
fax: 905-5285156
haclb@worldchat.com

***The Sean Logan Centre for
Tourette Syndrome***

Marshall, Dan Dr.
H: 905-5251140; B: 905-5225522
fax: 905-5229339
drm@cgocable.net

***Children and Adults w/ Attention
Deficit Disorders [ChADD]***

Vidic, Carmela
H: 905-304-0122
bvidic@sympatico.ca

ADDITIONAL MEMBERS OF SEAC

***Hamilton District Society for
Disabled Children***

Dalziel, Nalda
H: 905-5225413; B: 905-3855391
or 905-5212100 ext. 77416
fax: 905-5212636
Dalziel@HHSC.ca
Matson, Mark [Alternate]
H: 905-3896747; B: 905-3339888
mmatson@wadepartners.com

***Hamilton Community Care Access
Centre – fax: 905-5281883***

Nabuurs, Bernadine
B: 905-5238600 ext. 2150
bnabuurs@hwccac.on.ca
MacKinnon, Barbara [Alternate]
B: 905-5238600 ext. 3609

***Hamilton-Wentworth Council of Home
and School Associations***

Cook, Margy
H: 905-5238697
margy.cook@sympatico.ca

***The Children's Aid Society of
Hamilton***

Vlahovich, Charlotte
H: 905-5770222; B: 905-5221121 ext.
2350
fax: 905-5726465
cvlahovich@hamiltoncas.com

Chedoke Child and Family Centre

Belch, Ruth
H: 905-3874716
B: 905-5212100 ext. 77325
belchrut@hhsc.ca

**SPECIAL EDUCATION ADVISORY COMMITTEE
2001-2003 MEMBERSHIP**

BOARD OFFICIALS/REPRESENTATIVES

Botting, Marguerite
*Superintendent of Instructional
Services*
905-5275092, ext. 2368 or 2625
mbotting@hwdsb.on.ca

Eto Corcione
Principal of Special Education Services
905-5275092, ext. 2724
ecorcion@hwdsb.on.ca

*Hamilton-Wentworth Elementary
Teachers' Local*
Lawson, Lin
c/o Winona School
905-6434141
fax: 905-6434666

PC-21 Principals' Council
Don Pente
c/o Waterdown District High School
905-6896692
fax: 905-6893413
dpente@hwdsb.on.ca

*Hamilton-Wentworth Principals'
Association*
Moncur, Gary
c/o C. H. Bray School
905-6484353
fax: 905-6489291
gmoncur@hwdsb.on.ca

Minute Room, Director's Office
905-5275092 [ext. 2273/2274]
fax: 905-5212544
cteodoro@hwdsb.on.ca
kcrawfor@hwdsb.on.ca

Revised: 2001 12 12

#58a



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092
FAX: (905) 521-2507

Superintendent of Education

DATE: December 19, 2001

TO: Special Education Advisory Committee

FROM: Elizabeth Bond
Superintendent of Education

RE: School-to-Work Report

Special thanks are extended to a small work group including Barb Ridley, Gary Poot (Mountain Secondary), John Whitwell, Randy Gallant (Parkview), Liz Shuttleworth, Deb Jukes (Sir Winston Churchill) and Lawrie Cook (Secondary School Reform Consultant) for their work in developing this Report. During the fall 2001, this work group met several times:

- ✓ to consolidate the information from a number of previous committee reports on vocational education, including the information in the February 14, 2001 School Closure Review Committee Report
- ✓ to clarify the vision and goals in the most recent Preliminary Report of the Vocational Education Committee that was endorsed by SEAC and approved by the Education Committee and Board in February 2000
- ✓ to review current Secondary School Reform school-to-work program delivery issues and expectations as they relate to Ontario Secondary Schools (OSS, 1999)
- ✓ to develop a School-to-Work Action Plan that provides direction for implementation of a continuum of school to work programs in the system

BACKGROUND INFORMATION:

Sooner or later most students in our school system will seek employment. A recent study conducted by Dr. Alan King indicates that approximately 70% of Ontario students enter grade 9 expecting to attend university or college directly from secondary school. In actual fact, the data shows that only 30% actually go on to university or college from high school.

About 70 % go directly to the work world from secondary school. Massive changes taking place in the workforce and the expectations and standards set out in the new Ontario Secondary School policy document (OSS, 1999) present significant challenges to several of them.

The new curriculum policy documents outline the knowledge, skills and attitudes necessary for success in employment and lifelong learning. However, with the new curriculum and standards, a number of students will have difficulty achieving the expectations and will be at risk of not completing their diploma requirements. The new curriculum highlights these students and demands that we respond. If left unheeded, the difficulties of many students will only escalate and they may be at risk of dropping out of school.

The Power Point Presentation that will be provided for you at the SEAC meeting speaks to these issues and sets out our School to Work Vision, Goals and Action Plan to begin to address them.

5^a/~~6~~/1

The Power Point Presentation that will be provided for you at the SEAC meeting speaks to these issues and sets out our School to Work Vision, Goals and Action Plan to begin to address them.

For your information we have included in this package:

APPENDICES:

- A Preliminary Report of the Vocational Education Committee and Minutes of the Education Committee (Feb. 3, 2000)
- B Minutes of Special Meeting of the Business Committee re: Mountain/Parkview School Closure Committee Report (February 14, 2001)
- C Our Vision and Our Goals
- D Our School-To-Work Action Plan
- E School-To-Work- Programs Checklist

Please note: A copy of the Power Point Presentation will be provided for you on the evening of the SEAC meeting.

#3

598-2

Approved for distribution
by the Director.

Appendix A

Date: February 3, 2000

To: Merv Matier, Director of Education

Signature: M. MatierDate: Jan 27/00

From: Elizabeth Bond, Superintendent of Education, Secondary East

Re: Preliminary Report of the Vocational Education Committee

RECOMMENDED ACTION:

Moved by _____ that the Preliminary Report of the Vocational Education Committee be received for information

BACKGROUND

The Vocational Education Committee is one of eight committees that have been developed as part of the Hamilton-Wentworth District School Board's Secondary School Reform Implementation Plan 1999-2000.

The Vocational Education Committee was reconstituted in September 1999 to further the work of the previous Alternative Program Advisory Committee 1998-99.

The mandate of the Vocational Education Committee is:

- > to gather data, review & plan for programs to meet student needs
- > to propose a format for the delivery of vocational programming in the system.

The accompanying report presents a vision of vocational education, identifies the clientele to be served, characteristics of effective programs, staffing needs, & facility characteristics.

The Committee has also identified programs that are currently occurring in other jurisdictions with an accompanying list of future steps that are necessary to further the development of their plan to make changes to enhance the delivery of vocational education in our system.

encl

3-1
58-3

VOCATIONAL EDUCATION COMMITTEE PRELIMINARY REPORT

Preamble

This committee was convened to continue the work of the Alternative Program Advisory Committee of last year, which concentrated on the future of vocational programming in the Hamilton-Wentworth District School Board.

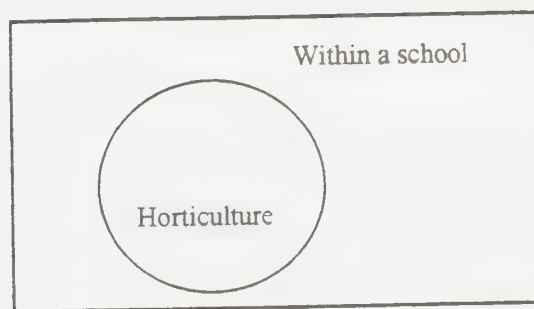
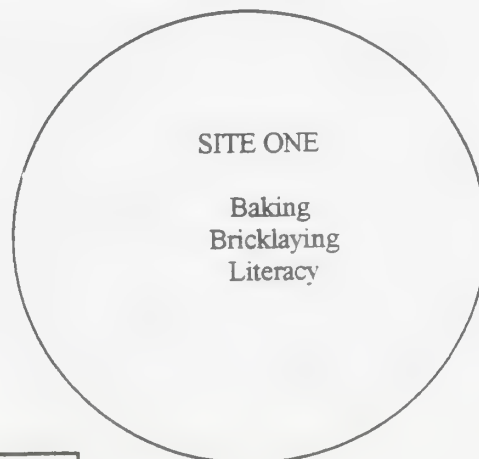
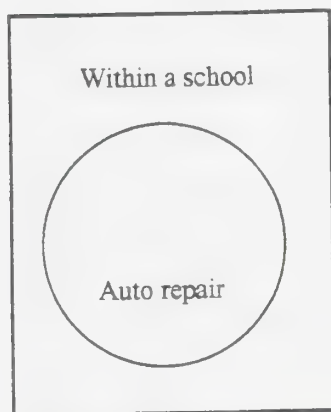
The current committee includes: teachers, administrators, consultants, social workers, parents, the OYAP coordinator and a trustee. The mandate of this committee is to propose a format for the delivery of vocational programming within the Board. It is not within the mandate of this committee to discuss sites, closure, etc. but to concentrate on appropriate programming.

To date, the committee has reviewed the work of the previous committee, has visited other boards with vocational programs and has reviewed current programs and practices within our Board. In addition, members of the committee interviewed parents and students of one of our current vocational schools. The feedback from this group can be found in Appendix A.

Examples of Vocational Programs from Various Boards

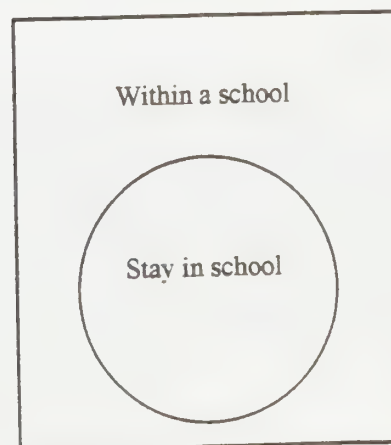
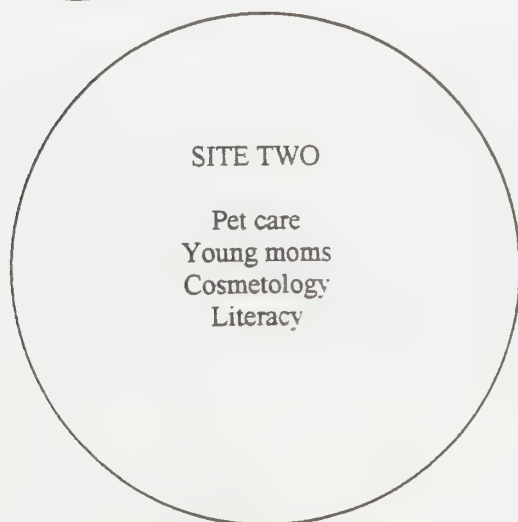
School Board	Description	Facilities
Limestone DSB	<ul style="list-style-type: none"> - project-based - focus programs - entrepreneurial - modified composite school 	<ul style="list-style-type: none"> - several B/G schools - focus programs in various schools - off-site locations
Grand Erie DSB	<ul style="list-style-type: none"> - basic literacy/numeracy - entrepreneurial - practical - use of magnet programs - primarily Gr. 10 entry 	<ul style="list-style-type: none"> - dedicated building with significant technological space
London Area DSB	<ul style="list-style-type: none"> - basic literacy/numeracy - focus programs - entrepreneurial - practical 	<ul style="list-style-type: none"> - dedicated vocational school - "storefront" layout
Hamilton-Wentworth DSB	<ul style="list-style-type: none"> - basic literacy/numeracy - academics with some practical courses - depends on co-op 	<ul style="list-style-type: none"> - two dedicated sites plus two small satellites - modest shop space

Overall Vision (to be explained at the Education Committee meeting)



Off site

Community based



3-3
5^a8-5

Clientele

The following criteria are currently used for admission to the Board's vocational education programming:

1. That the student meet the criteria for identification as:
 - a) MID (Mild Intellectual Disability) **or**
 - b) Communications: Learning Disabilities (low language) **and/or**
 - c) Communications: Language

and
2. That the student has a minimum of a three year lag in reading, written expression and mathematics.

and
3. That the student has a history of or has required significant replacement programming.

and
4. That the student not have behaviour or attendance as THE major impediment to learning.

The committee acknowledges that there may be students who exceed these criteria yet who are likely unable to achieve success in a regular composite school. Currently the resources and programs available at vocational schools are equally inappropriate. It is the committee's expectation that expanded vocational programming will be able to provide opportunities for these students

Characteristics of Effective Programs

While many of these characteristics are reflected in current Board practices, work is needed to further develop and extend these practices.

1. Relevant

Course options should reflect the current economy. They need to be developed to allow for change to meet ongoing changes in the economy and job market. The courses should provide skills that are immediately usable in the job market. Community connections should be encouraged and built on to allow for input on current business trends and practices. The programs and resources need to be flexible enough to allow for change as necessary. In addition to the development of new programs, successful existing programs should continue and possibly be expanded. Example: bricklaying, dry cleaning, landscaping, baking, welding

2. Hands-on

Programs should allow students to build on skills such as job readiness and basic literacy and numeracy. The hands-on model concentrates on doing as opposed to only reading and writing. A skills-based programming model should be expanded to include all areas within the student's high school experience. Emphasis also needs to be placed on space, materials and equipment to allow for the appropriate delivery of a hands-on model. Example: upholstery, auto repair

3. Packaged

Packaged programs run half or full days for an entire semester. They concentrate on a particular interest of the student and provide academic and practical experience. Credits are not defined by the usual time periods within the day. Curriculum should be activity based and project driven. There should be more extensive use of integrated and applied curriculum. Entrepreneurial and project-based programs should be available to students at the Gr. 11/12 level. Example: building construction. For other specific examples, see Appendix B.

4. Community Based/Experiential

Vocational schools should attempt to work closely with a business advisory council. This would facilitate not only the relevance of the curriculum offered, but it would also allow for more emphasis on work experience and co-op placements within the immediate business community. Local community involvement is essential to allow our students to experience "real" work in the "real" world. Partnerships with the community can be mutually beneficial. Example: bricklaying, custodial skills

5. Emphasis on literacy, numeracy, life skills and social skills

Vocational schools should continue to concentrate on the programs and skills students need to become functioning members of society. Examples include: reading handbooks and menus, making change and budgeting, etc. In addition, students need structured opportunities to learn how to appropriately interact with others. Example: literacy programs, young moms program

6. Use of focus programs to fully utilize existing space

The concept of focus programs could benefit the Board in two distinct ways. Specialized programming at the vocational schools could be offered to students in composite schools who are looking for training in a specific area (e.g. cosmetology). In addition, specialized programming could be offered at composite schools with the appropriate facilities in which both vocational and composite students could participate. Example: auto repair, commercial cooking

7. Individualized programming for continuous intake

Some provisions must be provided with some programs to allow for continuous intake throughout the year. This would accommodate the transient portion of our population. In addition, students in composite schools, who encounter difficulty during the school year, would have access to these programs. Example: stay in school programs for 13 - 15 year old students

8. Involvement

Involvement of the community, community agencies, parents, students, and elementary and secondary principals is critical to the ongoing success of the vocational programs. Schools who have been able to offer space to community agencies have found it to be a mutually beneficial relationship. Example: Human Resources Canada, Public Health Nurse, Police

Staffing Needs

Special education, by virtue of its high staff/student ratio, is more expensive than regular schools. Therefore, it is imperative to ensure that staff are able to make a difference.

Teachers

- vocational or special education background or interest
- experience in the trades/business world

Support

- Youth Care Workers
- Job Coaches
- Educational Assistants
- other differentiated staff (e.g. social worker, police, retired tradespeople, Human Resources Canada, community volunteers, etc.)

Leadership

- Principal/Vice-Principal team with experience/qualifications and a passion for the program
- minimum commitment of five years

3-6
5^a8-8

Facility Characteristics

With the limited support, programs and facilities we currently have, we are able to provide a modest vocational program to approximately 700 students.

We need to increase support, programs and facilities to provide more viable vocational programming opportunities for this group of students. The recommendations of this committee include:

1. minimum of two sites specifically dedicated to vocational programming
2. off-site locations for specialized programming
3. focus programs in various high schools and off-site locations with the appropriate facilities

In this way, the Board would be able to provide a full range of technical options to all vocational students.

In addition, all sites should be in close proximity to work sites/student placements OR close to transportation to sites/placements.

With improved support, programs and facilities, a broader range of students could be accommodated both within the vocational high schools and through the utilization of focus programs in composite schools and in off-site locations.

Next Steps

1. support of Executive Council and Board members to continue developing this proposal
2. time and resources allocated with the appropriate personnel to pursue development of this proposal
3. coordination with alternative education and special education
4. exploring contract and competition issues
 - a) Federation - flexibility of timetabling/work schedules
 - b) Unions - overcoming barriers of jurisdiction/meeting student needs
 - c) Businesses in the community - need active community partnerships/more community involvement
5. funding issues - various sources of funding (e.g. grants, partnerships, etc.) need to be explored
6. transportation issues - commitment and decisions need to be made about how students will access programs

These issues are beyond the mandate of this committee; however, they are integral to the success of the vocational model being presented.

APPENDIX A FEEDBACK FROM PARENTS

Feedback from parents, students and community agencies was obtained through focus groups and questionnaires which identified the strengths and challenges of vocational schools in the Hamilton-Wentworth District School Board. The areas addressed were: (i) program; (ii) setting; (iii) staffing; and (iv) suggested improvements. The results are summarized as follows:

(i) Program

- smaller classes
- hands on; job skills/life skills, "school to work" focus
- less academically demanding environment
- literacy program
- co-op opportunities

(ii) Setting

- smaller school allows for "level playing field"; "regular high schools with separate programs have not worked"
- smaller school assists special students in feeling a sense of belonging, acceptance in the school culture
- smaller setting assists in developing social bonding between teachers and students
- "all the teachers know me here and I don't feel different from other students"
- "teachers understand me here and I'm doing good (sic), I don't feel stupid like I did in my other school"

(iii) Staffing

- committed, respectful
- special education background
- "male teachers"
- "skilled support staff on site who understand the multiple psychosocial needs of our students and families"
- "tradespeople with career experience relevant to abilities of students"

(iv) Suggestions for Improvement

- increase involvement with community
- more on-site support staff to assist with psychosocial issues
- "adequate co-op opportunities that reflect abilities of students"
- "improve on cleanliness of building and reputation of schools"
- "students are marginalized and isolated in county programs which lack adequate academic and co-op opportunities"

APPENDIX B PACKAGED PROGRAMS

Program focus and projects are only limited by the dedication of the teachers involved and the support of the administration and Board.

Some sample programs include:

- pet grooming
- custodial service, building maintenance
- greenhouse, landscaping (horticulture)
- recreational facility maintenance*
- environmental studies*
- recycling centre
- auto service, service station attendant
- auto detailing
- leisure equipment servicing (mountain bike repair, skateboard, inline skates, snowboard set up, skate sharpening, etc.)*
- food services (cooking, baking, catering)
- sign making, engraving, etc.
- material arts and design*
- small appliance repair*
- construction (house projects, renovation courses, etc.)*
- Crossroads*
- Learn to Earn*
- PASS (Parents Attending Secondary School)*
- personal support - health care*

* see pages from Limestone District School Board

3-9

5th-11

THE GREENING OF AINSLIE WOOD

(modified 1993/05/27)

INTEGRATING CURRICULUM—STAR FUNDING PROPOSAL RE: Enviro 5000I Commercial Composter

9

CONSTRUCTION

- composters (use developed designs-framing, finishing work) outside use only (non-rodent attracting)
- vermi composters (manufacturing application using recycled blends of plastic)

DESIGN

- plans/drawings
- research
- colour
- balance
- contrast
- advertising

MATH, SCIENCE AND TECHNOLOGY

- estimate costs of materials required
- analyze data
- calculate cost of operations, profit margins
- plant science (hypothesize, predict, estimate, research)
- investigate (germination rates, optimal growing conditions inside, population density, biological, chemical and physical factors affecting growth rates)

ENGLISH

- advertising
- promotion brochure
- vermiculture—a target for experiential language building in French and English as a Second Language

WASTE

Beyond the Green Box
Target "Zero Waste"

- Reduce, reuse, recycle
- source separation bins
 - custom steel work
 - wood compost bin construction
 - worm casting use for soil blending

ENTREPRENEURSHIP

- funding
- advertising
- sales

KEYBOARDING

- preparation of schools proposed
- letters to the community and government agencies

SERVICE: LANDSCAPING/ HORTICULTURE

- herbs grown in compost mixture (soil blends) for kitchen and restaurant use
- vermi composting castings collected and sold
- primary compost from Enviro 5000I to be moved to vermi compost units

WELDING

- specialized equipment for quick physical preparation of organic waste
- preparing railings, etc. for securing composters

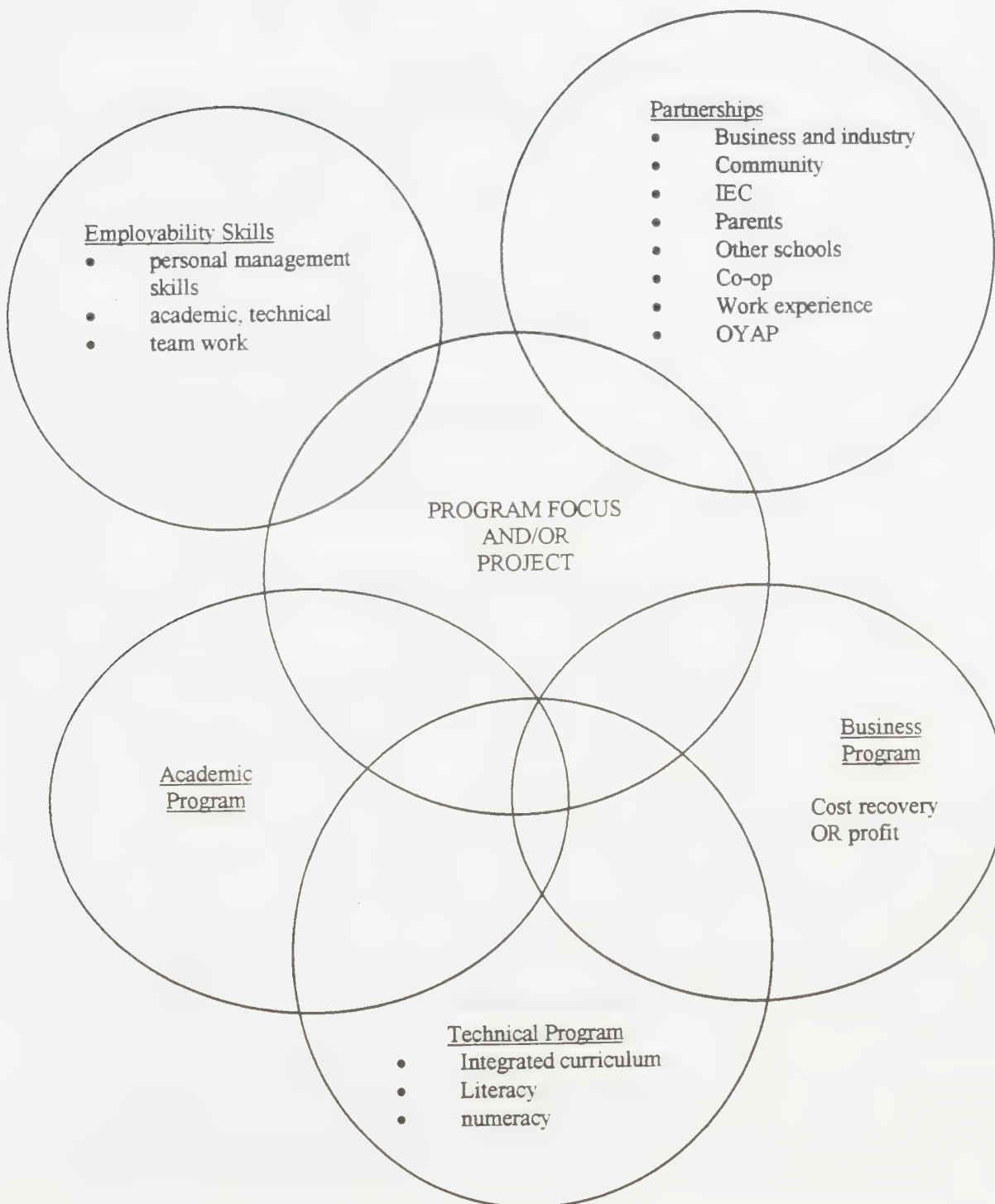
SERVICES: FOOD PREPARATION

- promote organic grown foods
- food services and restaurant source separate organics
- physically process and send to horticulture
- Enviro 5000I Commercial Composter (for kitchen waste) - primary compost to Horticulture/Landscaping

3-10
5⁰/₈-12

Vocational school programs must be project driven and activity based.

10



and assistance of Jane Allison, Public Relations Officer, in the development of this Question and Answer document.

There was agreement among the members that this information will be shared with the area MPPs, other school boards through the Ontario Public School Boards' Association (OPSBA), Special Education Advisory Committee and school council chairs.

8. Verbal Update re Compensatory Education Review

W. Joudrie advised that despite its slow progress, the Compensatory Education Review Committee which was struck last spring had five meetings since November 1999. Acknowledging the serious commitment from its members, W. Joudrie indicated that the review committee is focused on the development of a policy which will acknowledge the special needs of those children living in poverty.

In speaking on the development of the policy, W. Joudrie noted the following:

- ⇒ The first part of the policy will consider the nature of a compensatory school based on the following criteria: poverty, mobility, low educational attainment of parental groups and access to social assistance.
- ⇒ The second part deals with the provision of resources for these young people.
- ⇒ A third component of this policy will focus on the Board's report card, i.e. how we are dealing with the issue of the poverty-education profile of students in compensatory schools. Helpful information is anticipated from the OPSBA in this area.

Expressing her concerns with labeling students in compensatory schools, E. Johnstone called for sensitivity with the use of the phrase "living in poverty".

Responding to W. Hicks' query, W. Joudrie remarked that the four criteria he alluded to earlier will provide a good measure in determining which of our schools should be considered compensatory. He did not foresee any correlation of the issue at this time with the ongoing facilities/accommodation review.

9. Preliminary Report of the Vocational Education Committee

E. Bond provided an overview and then introduced Barb Ridley, Co-Chair of the Vocational Education Committee and Vice-Principal of Mountain Secondary School, Elizabeth Shuttleworth, committee member and Principal of Sir Winston Secondary School, Judy Langsner, committee member and a teacher at Highland Secondary School. E. Bond emphasized that, through this preliminary report, the committee would like to seek the trustees' support for the proposed direction for vocational education programming.

In reviewing the details of the report, B. Ridley noted that the committee reviewed the programs and practices of other school boards, prominently that of the Limestone District School Board. She then shared with the members copies of a brochure outlining this school board's vocational education program.

E. Johnstone felt the Limestone Board's vocational programming was not realistic and that it would be difficult for our board to implement this program concept given the lack of resources.

B. Ridley clarified that Limestone Board managed to facilitate this through some "trade-offs" and creative strategies in some areas.

Responding to W. Hicks' question, B. Ridley commented that the Vocational Education Committee has not correlated its review of vocational programs with the ongoing facilities review, noting its focus was to accommodate the proposed program delivery through existing facilities.

W. Hicks endorsed the significance of a partnership between the Vocational Education and Facilities Review committees in looking at our programs and the best manner of delivering these within existing resources and facilities.

In reaction to J. Dewar's concerns, B. Ridley assured the members that vocational students will continue to have access to literacy/numeracy skills programming in addition to the packaged programs.

It was moved by E. Johnstone: That the Preliminary Report of the Vocational Education Committee be approved.

CARRIED, 4 IN FAVOUR, 1 ABSTAINED.

On behalf of the members, the Chair expressed the committee's thanks and appreciation for the in-depth report.

10. Delivery of Vocational Education for September 2000-2001

In presenting the report, E. Bond emphasized the need for Board decision in light of (a) pending release of student option sheets, (b) placement for exceptional students and (c) the community, particularly the parents, should know what programming will be offered.

The members were provided the following information:

- ⇒ Resulting transportation costs may be similar or less than the current figure (\$60/day); this will depend on the number of students to be bussed to Mountain or Parkview Secondary Schools.
- ⇒ In terms of accommodation, any future changes to school boundaries could also impact on the vocational schools.
- ⇒ The proposed delivery of vocational programs is anticipated to: (a) enhance the present programming, (b) rectify the student-teacher staff ratio, leading to cost-effective staff deployment and use of existing facilities.
- ⇒ K. Waters explained that given the present scenario of 42 students in two vocational school sites, the system has been maintaining historical staffing until now when it has become imperative to rectify the situation. For the 2000-2001 school year, staff reduction in these two sites would reflect the current use rather than historical staffing numbers.

Alluding to phone calls from parents expressing their concerns on the issue, J. Dewar believed that parental involvement/input through the whole process should be upheld. She suggested that parents should be (a) asked how they view the proposed program changes, (b) informed of what

58-15

**REPORT OF THE SPECIAL MEETING OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
FEBRUARY 9, 2000**

Moved by _____, seconded by _____: That the Report of the Special Meeting of the Special Education Advisory Committee dated February 9, 2000 be approved.

1. Preliminary Report of the Vocational Education Committee

It was moved by D. Marshall: That SEAC:

- (a) support the Preliminary Report of the Vocational Education Committee;
- (b) endorse the next steps outlined in the report and seek to participate in the further development of the proposals relating to vocational education;
- (c) appoint a co-ordinator to oversee the development of these proposals;
- (d) request that the term "Vocational" be changed.

2. Delivery of Vocational Education

It was moved by D. Marshall: That SEAC endorse the proposed closure of the vocational programs at Saltfleet and Highland Secondary Schools and the delivery of Vocational Education at Mountain and Parkview Secondary Schools for the 2000-2001 school year, as an interim measure, pending full implementation of the vision outlined in the report and the development of a broad-based community program.

R. Mulholland agreed with the friendly amendment.

W. Hicks offered that there was another position other than what J. Bishop had outlined, adding that fuller discussion on this would take place when the report comes to the Board next year.

B. Wallace called the question and it was CARRIED.

To the motion, CARRIED UNANIMOUSLY.

The meeting then adjourned at 8:15 p.m.

57-18

OUR SCHOOL-TO-WORK VISION

To have a continuum of School-to-Work programs and activities designed to provide all students with the necessary knowledge, skills and work behaviour for success in employment and lifelong learning.

OUR GOALS

- Programs that build on:

- student strengths rather than deficits
- student success rather than failure
- student confidence and competence

- Programs that focus on:

- flexibility and exploration of various destinations
- delivery in a variety of meaningful ways
- student achievement of expectations to the best of their abilities

- Programs to enable all students to develop:

- literacy
- numeracy
- employability skills

- Planned activities to help students:

- make successful transitions from elementary to secondary school
- take responsibility for their learning
- and parents make informed educational choices

57-19

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
SCHOOL-TO-WORK ACTION PLAN

IDENTIFIED NEED	STRATEGIES	RESPONSIBILITIES	EXPECTED OUTCOMES/ INDICATORS	TIMELINE
Programs that build on: <ul style="list-style-type: none"> • student strengths rather than weaknesses • student successes rather than failure • student confidence and competence 	Grade 9 placement dependent on student preparation <ul style="list-style-type: none"> • Applied and Academic courses for students at achieving Level 3 and 4 • STEP for students at achieving at Level 2 • Locally Developed Courses for students achieving at Level 1 or 2 • Non-credit courses for students achieving at Level 1 or below and some special needs students 	Secondary schools <ul style="list-style-type: none"> • providing Locally Developed and non-credit courses depending on student needs • transition programs e.g. CAP (Churchill Alternative Program) • prepare students to enter Applied or Academic courses after successful completion of LDC or appropriate non-credit courses Continuing Education <ul style="list-style-type: none"> • providing STEP programs at all schools 	Locally Developed and non-credit courses for Grade 9 students available in all secondary schools Grade 9 students entering Applied and Academic courses from LD and non-credit courses Locally developed courses for Grade 10 students available in all secondary schools Higher pass rates in Grade 9 and 10 Applied courses	2001 – 2002 2002 – 2003 2002 – 2003 2002 – 2003
Programs that focus on: <ul style="list-style-type: none"> • flexibility and exploration of various destinations • delivery in a variety of meaningful ways • student achievement of expectations to the best of their abilities 	Gather data about: <ul style="list-style-type: none"> • opportunities for expanded co-op and experiential learning • partnerships with HWDSB • partnerships with local business and industries • co-op and experiential learning students' educational and career plans • Workplace courses being offered Use data to plan and implement expanded workplace course offerings, co-op and experiential learning programs Plan and implement focus programs e.g. Horticulture program pilot at SWC	Secondary consultants and teachers School-to-Work committees at each secondary school analyse data and determine individual school course and program needs School-based School-to-Work committees reporting to the School-to-Work steering committee Schools form partnerships with local businesses for some focus courses	Formation of School-to-work committee at each school New co-op, experiential learning and focus programs at schools New programs or courses that involve community resources/support	2001 – 2002 Spring 2002 2002 – 2003 2002 – 2003

SCHOOL-TO-WORK ACTION PLAN

IDENTIFIED NEED	STRATEGIES	RESPONSIBILITIES	EXPECTED OUTCOMES/ INDICATORS	TIMELINE
Programs that enable all students to develop: <ul style="list-style-type: none"> • literacy • numeracy • employability skills 	<p>After-school literacy programs to prepare for the Grade 10 Literacy test</p> <p>Non-credit and credit courses that support basic skill development</p> <p>Develop after-school numeracy programs to prepare for EQAO Grade 9 mathematics test</p> <p>Credit and non-credit courses for students who do not successfully complete Grade 10 Literacy test</p> <p><i>Alternative Diploma</i> or Certificate of Education for students who do not meet OSSD requirements</p>	<p>Secondary consultants and teachers</p> <p>Secondary administrators</p>	<p>Enrollment in after-school Literacy programs</p> <p>Enrollment in after-school numeracy programs</p> <p>Improved pass rates in Applied English and Mathematics courses</p> <p>Improved performance on Grade 10 Literacy test</p> <p>Improved performance on Grade 9 mathematics test</p> <p>Alternative or Workplace Diploma that provides employers with proof of student literacy and employability skills</p>	<p>2001 – 2002</p> <p>2001 – 2002</p> <p>2002 – 2003</p>
Planned activities to help students: <ul style="list-style-type: none"> • make successful transitions from elementary to secondary school • take responsibility for their learning • and their parents make informed educational choices 	<p>Gather data about:</p> <ul style="list-style-type: none"> • gaps between student career expectations and realities • student career choices at various Grades in secondary school • student destinations leaving secondary school • student career planning • how well schools support student-directed career planning <p>Increase student and parent awareness about career choices</p> <p>Increase student-directed career planning based on survey findings</p>	<p>Secondary consultants, career studies teachers, teacher advisors and student services</p> <p>School-based School-to-Work committees</p> <p>Secondary consultant and career studies teachers</p>	<p>Increased number of students actively preparing for workplace destinations</p> <p>Students successfully hired into workplace directly from School-to-Work programs</p> <p>Employer satisfaction with student preparedness</p> <p>Increased student awareness about careers and required education</p> <p>Increased student awareness about opportunities in skilled and semi-skilled trades</p>	<p>2002 – 2003</p>

a
5/6-21

SCHOOL-TO-WORK PROGRAMS CHECKLIST

Based on Ministry of Education Phase VII, Secondary School Reform

Course offerings that allow all students the opportunities for success

- ☐ A variety of grade 9 and 10 courses (academic, applied, open and locally developed courses)
- ☐ A variety of E, C, U/C and U courses to meet the destination needs of all students
- ☐ Remedial assistance to help students prepare for the OSSLT and support those who do not pass the OSSLT
- ☐ Remedial assistance to help support students who do not pass the EQAO Grade 9 Mathematics test
- ☐ Learning strategies courses designed to help students improve math and English skills
- ☐ Locally developed courses to meet needs of school-work transition programs
- ☐ Pathways such as transfer courses that allow students to move from between different destination streams

Strong support for career and education planning through:

- ☐ A teacher advisor program
- ☐ Emphasis on the Annual Education Plan
- ☐ Opportunities for career exploration activities starting in grade 9
- ☐ Partnerships with the community
- ☐ Strong links to Board-wide school work transition programs including OYAP, Bridges to Business
- ☐ Flexible scheduling to enable all students an opportunity for career exploration (e.g., job shadowing, work experience, co-operative education)
- ☐ Readily available career information to support students planning to enter the workplace upon graduation as well as those going to College and/or University

An integrated approach within the school to support school work transition programming for students through a School-to-Work committee that includes representation from:

- ☐ Administration
- ☐ Student services
- ☐ Co-operative Education
- ☐ Subject disciplines – all areas but in particular technology and business



#7

The Hamilton-Wentworth District School Board
Instructional Services

Special Education Department

SPECIAL EDUCATION ADVISORY COMMITTEE
SPECIAL EDUCATION REPORT

Wednesday December 19, 2001

1. IPRC process for December 2001

- System IPRC's were set for December 17 and 18
- A total of 48 students were submitted
- The following criteria has been established and shared with the Principal Advisory Team for Instructional Services for input, to determine which students will have an IPRC.

A student who is a carry-over from last year:

- The student will have already been discussed with the special education consultant in the Spring of 2001, and the decision has been made to proceed to an IPRC in the Fall of 2001
- All documentation must be in place

A student who:

- Is a danger to self or others
- Has severe intellectual, or behavioural, or medical needs

2. TWEP (Transitional Work Experience Program)

- TWEP was developed to help students with special needs and disabilities make the transition from school to work
- This provides realistic "hands on" work experience
- Marion Chisholm is the coordinator for the TWEP program
- Currently has 14 students in work experience placements

3. Over 21 Program

- Exceptions Based Funding Pilot Project for Students with Developmental Disabilities After Age 21
- One year extension for 2001
- We currently have 3 students receiving funding from the Ministry (one approved this year, two from the previous year) involved in programming through the Hamilton Association for Community Living

Over...

4. Educational Assistance Update

- Sharon Marshall is the new EA Coordinator (Human Resources Department)
- Shawn Gordon will become the Staffing Coordinator in January 2001
- The EA Allocation Committee will meet in January to review process

5. EQAO Action Plan

- Sue MacDonald (Special Education Consultant) will represent the Special Education Department on the system EQAO Action Plan Committee
- A close tie has been established with Krys Croxall and the Curriculum Department
- IEP presentation provided for program consultants



602-1 James St. South, Hamilton ON L8P 4R5 • Tel: 905-336-0827 • Fax: 905-521-9253 • E-mail: tscentre@lextext.ca

December 2, 2001

Charitable Registration #: 897416913RR0001

CHAIR, S.E.A.C.

Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, Ontario
L8P 1H6

Dear Chair and members of SEAC,

The Sean Logan Centre for Tourette Syndrome is a non-profit, incorporated Canadian charity, run completely by volunteers. It operates in Hamilton, but is for people from the Halton, Haldimand, Norfolk and Niagara catchment areas as well as those in Hamilton-Wentworth. The centre offers a safe, supportive place for children and parents living with Tourette Syndrome and in-service for those who work with our children.

It has been brought to my attention that the Hamilton Wentworth District Public SEAC board has some concerns as to whether the Sean Logan Centre meets the criteria as determined in the definitions regulated by Section 206 of the Education Act. I believe the concern is with respect to whether our organization operates throughout Ontario. At this time, we operate within an extended area of Ontario, meeting the needs of more than one School Board jurisdiction. Our current area covers Oakville, Burlington, Hamilton, and the Niagara Peninsula. This has been satisfactory for both the Halton Catholic and Halton Public School Boards.

Our preference of course would be to have Dr. Marshall represent the Sean Logan Centre, as it is vital that your families are aware of our support group and the services that we can provide, as we are the only support group available to families in the area. However, if your SEAC would prefer to nominate Dr. Marshall as a member at large representing the needs of children with Tourette Syndrome we will support this.

Please advise me as to your SEAC decision with respect to this matter. I look forward to hearing from you.

Regards,

Cheryl McCarney
President, Sean Logan Centre for Tourette Syndrome
905-336-0827

cc: Dr. Dan Marshall

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
NOVEMBER 28, 2001

Those present:

V. Wylson-Sher, Autism Society Ontario Hamilton-Wentworth Chapter, Chair of SEAC
B. Pupols, Down Syndrome Association of Hamilton, Vice-Chair of SEAC
J. Bishop, Trustee
W. Marston, Trustee
R. Belch, Chedoke Child and Family Centre
M. Cook, Hamilton-Wentworth Council of Home and School Associations
D. Marshall, The Sean Logan Centre for Tourette Syndrome
B. Nabuurs, Hamilton Community Care Access Centre
R. Peters, Canadian National Institute for the Blind (CNIB)
B. Shields, Hamilton Association for Community Living
C. Vlahovich, The Children's Aid Society of Hamilton-Wentworth

Regrets:

E. McComb, Easter Seal Society, Ontario
C. Vidic, Children and Adults with Attention Deficit Disorders (ChADD)

In attendance:

M. Botting, Superintendent of Instructional Services
E. Corcione, Principal of Special Education Services

Also in attendance:

D. Pente, PC-21 Principals' Council
G. Moncur, Hamilton-Wentworth Principals' Association

1. Call to Order

The Chair called the meeting to order at 7:02 p.m.

2. Approval of Agenda

Added item:

Business Arising from the Minutes

- SEAC Membership – V. Wylson-Sher

It was moved by B. Shields: That the agenda be approved as amended.
CARRIED.

3. Approval of the Minutes of November 7, 2001

It was moved by B. Pupols: That the minutes of November 7, 2001 be approved.
CARRIED.

4. Remarks – Chair

V. Wylson-Sher drew attention to the following:

- A video she received from Sam Merulla, Ward 4 Councillor, regarding Attention Deficit Hyperactivity Disorder (ADHD). [The video was then passed on to M. Botting for the Board's library.]
- An e-mail from Christine Howard, Speech-Language Pathologist in our board. Referring to SEAC's letter to the Assistant to the Minister of Education regarding special education

funding concerns. C. Howard clarified that the number of Speech and Language Pathologists for our board is 14.5 FTE not 17 as quoted in the letter.

5. Presentations

a. Social Work Services: Year-End Report

Malcolm Powell, Manager of Social Work Services, presented the report, drawing attention to the highlights outlined on Pages 5a-4 and 5a-5. Referring to the October 15th SEAC presentation to the Ministry of Education, M. Powell expressed his concern with the lack of reference to the area of social work services. Emphasizing the need for social work support, M. Powell affirmed his department is able to assist in addressing those issues.

B. Shields stated that, since the creation of CONTACT, Hamilton-Wentworth by the Ministry of Community and Social Services (MCSS), there has been an ongoing interest in the collaboration of community services. He felt partnering with CONTACT could facilitate the Social Work Services' timeframe, particularly in terms of staff time.

In clarifying how social work services caseloads are reported, M. Powell noted 25 to 35 percent of students need support, not necessarily from social workers – there is an increasing number of students considered “at greater risk”. He added that concerns around funding and the need for additional resources are shared through the provincial association.

On behalf of SEAC, the Chair thanked M. Powell for his presentation. She assured him it was not SEAC's intent to exclude social work services at the Ministry presentation, noting the main focus then was the lack of special education funding.

b. Section 19: Year-End Report

Jim Horton, Principal of Section 19 Programs, presented the report. He detailed the process for the re-integration of students into community school settings.

B. Shields commended Section 19 and Social Work Services staff, noting the community and the various community agencies are pleased with their efforts.

Echoing B. Shields' remarks, R. Belch stated it is important for SEAC to support the range of services available to augment existing resources for special education.

The Chair then thanked J. Horton.

6. Special Education Report

a. System Resource Meetings

Recalling his commitment to provide further details, E. Corcione referred members to the information package regarding System Resource Meetings.

b. The Council for Exceptional Children Conference (CEC)

E. Corcione apprised the members on the 45th Annual Provincial Conference of the Council for Exceptional Children (CEC) on November 16-17 at Stratford. He was impressed with how well our board has been represented by the Special Education Consultants in their workshop presentations at this annual event.

The members were advised that Janice Tomlinson, Principal of Glenwood School (former Co-ordinator of Special Education), was a CEC award recipient, including the surprise award of “Educational Leader of the Year”.

The Chair agreed with the members' suggestion of extending SEAC's congratulations to J. Tomlinson.

7. Committee Reports

Apprising the members on the November 24th meeting regarding Special Education Funding at York Catholic District School Board, V. Wylson-Sher advised she was joined by E. Jenkins, B. Shields, M. Botting and E. Corcione. She highlighted the following:

- Fifty-two people (representing about 30 school boards) were in attendance.
- She will sit on a sub-committee to be chaired for two meetings by a civil rights lawyer and public relations person hired by the York Board.
- With remote possibility for more funding, there was consensus to shift focus from funding to the administrative time issue (concerns regarding the number of times staff are "pulled out" of the classrooms to prepare reports for the Ministry. [The Chair would share a forthcoming report on this issue as soon as available.]

Members' comments were noted as follows:

- E. Jenkins felt letters of concerns on the administrative staff time issue should be circulated across the province.
- C. Vlahovich noted the Ministry has emphasized the significance of teachers being in the classroom; school boards and the community should then convey to the province that this is what we want as well.
- Advised that the number of hours taken from the classrooms translated to about \$2,000 per students, B. Shields stressed the need to focus on efficiencies and doing away with antiquated strategies.
- V. Wylson-Sher noted the forms used for autistic students have been "grandfathered" in terms of having these filled every year because the needs of these students do not change.
- W. Marston observed that the provincial government wants to manage everything and this poses some difficulties in many areas. He was confident as to where our board is heading at this time.
- Calling for caution, D. Marshall felt SEAC should not be overly focused on bureaucracy. He would like to see a better understanding of student needs.

M. Botting said she is planning for a presentation to SEAC on the ISA process/preparation (the process was completed and deadline was last Friday). She remarked further that it was unfortunate that the stakeholders involved in this yearly undertaking had to be involved with the political arena to effect changes for special needs students.

8. Members' Updates

a. Autism Society Ontario, Hamilton-Wentworth Chapter

V. Wylson-Sher spoke about the ASO SEAC Conference held on November 8-9, 2001 (conference details attached) with Lindsay Moir, former principal and current owner of Comhnadh Consulting, as speaker. She noted the discussion of agenda planning techniques for efficient meetings and referred to a booklet she bought from L. Moir which included regulations around special education and some mitigating circumstances to avoid the suspension of special needs students. V. Wylson-Sher suggested having L. Moir speak at SEAC (his rate is \$320 per 1 ½ hours, including travelling time), perhaps a joint presentation with the Catholic Board. She then handed a copy of the booklet to M. Botting.

b. Canadian National Institute for the Blind (CNIB)

R. Peters said CNIB, in collaboration with visually-impaired teachers, held a Braille reading challenge event with eleven students participating.

c. Hamilton Association for Community Living

B. Shields reported the association is anticipating the attendance of Hillary Weston, Lieutenant Governor of Ontario, at the OACL event on Friday, November 30th, to repeal the Homes for Retarded Persons' Act. This would be the first time in the history of the legislature that such a formal event has occurred away from the provincial legislative building.

d. The Children's Aid Society of Hamilton-Wentworth

In line with the New City of Hamilton, C. Vlahovic said the association has been re-named *The Children's Aid Society of Hamilton*.

e. The Sean Logan Centre for Tourette Syndrome

D. Marshall referred to a letter from a special education teacher who expressed support for an outside psychological assessment if required immediately. Noting the need for proper documentation to support the ISA claims, D. Marshall pointed to frustrations during the review of ISA criteria when the diagnosis does not meet these criteria. He stressed the significance of feedback from the professionals in these circumstances.

M. Botting advised of dialogue with the Chedoke Child and Family Centre for getting support for these students during the ISA process.

R. Belch noted the difficulty in getting the message across that the language for the ISA claims should be precise.

M. Botting added the ISA claims should be based on educational diagnosis and the Ministry of Education requires exact wording for this.

Responding to E. Jenkins' question, R. Belch clarified that, in terms of assessment, feedback from a general practitioner (not necessarily specialist) is acceptable. M. Botting noted further that focus for ISA eligibility should be severe needs.

When B. Shields emphasized the necessity to review the ISA process, particularly the accountability piece for the Ministry, E. Corcione noted plans to invite Nancy Harper, ISA Trainer, to speak about the ISA process at a future SEAC meeting.

Trustees

J. Bishop's report included the following:

- Findings of the Tribunal (see attached for details) with respect to parental appeal on an IPRC decision.
- The Report of SEAC (November 7, 2001) received Board approval at the November 22nd regular meeting with the exception of the motion requesting the attendance of Board administration to the November 24th meeting at York Catholic District School Board.
[J. Bishop was pleased to advise members that M. Botting and E. Corcione joined the SEAC delegation for this event.]
- "Healthy Babies, Healthy Children" flyers (attached)
- E-mail regarding a motion passed by the Ottawa Carleton District School Board in support of Bill 114 (an act to amend the Education Act to provide for a Special Education Advocate).

Noting she also received the e-mail on Bill 114, the Chair read the details to the members. She said the Special Education Advocate will serve as a liaison person for the Ministry on special

education matters, including funding, as well as assist parents/guardians on special education issues/concerns.

To be able to support this motion, it was agreed that the Chair will forward the e-mail to the members.

9. Business Arising from the Minutes

a. Suspension and Expulsion Policies

M. Botting advised members that Pat Gillie, retired Superintendent of Education, has agreed to do a presentation on the Safe Schools policies at the January meeting.

V. Wylson-Sher would like to have a better understanding of the mitigating circumstances relative to the suspension of special needs students. She noted that the Ministry of Education has allowed each school board to tailor these policies for their respective school system.

To provide for sufficient time to read the Suspension/Expulsion policies document, it was agreed that the information package will be distributed to the members at the December meeting.

b. Specific Timelines for Report re Student Data by Exceptionality

Student Statistics By Exceptionality

In explaining the process for gathering special education student statistics, M. Botting said each school is asked to fill out a form for the required number and return it to the Board office. These numbers are used for reporting purposes and there is no requirement to challenge the figures. M. Botting further stated the 2001 data will not be available until next January, offering to bring this information to SEAC as soon as available.

In response to D. Marshall's question, M. Botting noted the following:

- With the exception of ISA2 and ISA3 claims process, special education funding is not based on exceptionality.
- The Trevlac computer system is still in the process of streamlining, including the generation of corporate data.

Statistics for Ministry Special Education Plan – May 2001

Drawing attention to Page 9b, E. Corcione explained the chart showed specific numbers in terms of IPRCs. This report was based on surveying schools and they submit information based on what took place the year before. He affirmed this information may not be accurate as it was based on survey.

V. Wylson-Sher asked if it would be helpful to send the forms to the school for completion and staff at the Board office will then tally the numbers.

M. Botting added she shared this issue, particularly its implications to the Trevlac system, with Wayne Joudrie, the Superintendent of Education responsible for information system.

c. Report re Revisions to the Individual Education Plan

M. Botting said she consulted with the Ministry officer with responsibility for the Individual Education Plan (IEP) regarding the wording of the Board's IEP. Noting there was no concern expressed, she indicated this person agreed to make a presentation on Standards for the IEP in January.

Responding to a question, G. Moncur stated parents do not have to sign the IEP but they have to be informed about this important documentation.

E. Corcione added the parents are encouraged to visit the school for the opportunity to discuss their concerns with school administration.

Because the presentation on the Suspension and Expulsion Policies at the January meeting could take considerable time, the members agreed to schedule the IEP presentation for the February SEAC meeting.

d. SEAC Membership

Referring to the letter from the Sean Logan Centre regarding the transition from the Hamilton chapter of the Tourette Syndrome, the Chair advised of the need for this organization to request a seat on SEAC. She then read the excerpts of Section (d) under Composition in the SEAC's Terms of Reference with respect to additional SEAC members.

D. Marshall agreed to pass on this information to the association.

Advised of the long absence of H. Bushey (CHOICES – Supporting People with Developmental Disabilities) from SEAC meetings and that John Grant, the alternate representative, has not been able to attend on H. Bushey's behalf, the members agreed to write (through the Director's Office) the association regarding the issue.

The members agreed with J. Bishop's suggestion to request (through the Director's Office) a replacement for N. Dalziel (Hamilton District Society for Disabled Children). Ms. Dalziel is currently on a long-term sick leave.

C. Vlahovic stated CAS will soon nominate a new representative to this committee, noting her willingness to be the alternate representative.

At this point in the meeting, W. Marston expressed his apology for missing the previous SEAC meetings due to some family issues.

10. New Business

a. Visits to Secondary Composite Classes

No discussion as C. Vidic was not in attendance.

b. 2002-2003 SEAC Budget – D. Marshall

D. Marshall stated he was not referring specifically to the SEAC budget but rather the opportunity for the committee to have input on the overall Board's budget and capital funding issues. He cited, as an example, the school closures, expressing particular concerns with the expense of maintaining redundant facilities which could have been utilized to provide new opportunities/technologies for other areas, e.g. special education.

J. Bishop agreed the process for consideration of SEAC input should be improved. She believed this could be facilitated through the Board's strategic directions. With respect to school closures, she clarified that of the 23 schools identified for closure, only four schools were not closed. J. Bishop stated further that closure of more schools would not have generated the required funds for special education. The new schools planned for Templemead, Sanford Avenue and Chappel East areas are anticipated to reduce transportation costs for our board.

In terms of the Board's strategic directions, J. Bishop committed to ensure SEAC would fit into these new directions.

W. Marston referred to the on-going work of the Catchment Re-definition Committee in reviewing the catchment areas. He affirmed that school closures will not provide the kind of funds required for special education.

M. Botting recalled the yearly budget presentation by Don Grant, Superintendent of Business and Treasurer, noting this was one opportunity for SEAC to be apprised of budget issues as well as provide input.

In reply to B. Shields' question, M. Botting confirmed the Ministry still requires submission of the Special Education Plan from school boards. She noted our board has not received to date the Ministry's feedback from the last submission.

Stating the next Special Education Plan is nearing completion, M. Botting disclosed her intent to develop this into a "SEAC textbook" and members will have ownership of this significant document through their input. She advised further that the Special Education Plan will be brought to the December meeting.

Prior to adjournment, the Chair reminded the members of the elections for SEAC Chair and Vice-Chair at the December meeting.

The meeting adjourned at 9:18 p.m.

rt

atts.

November 8-9, 2001
ASO SEAC Conference
Mississauga, Ontario

Lyn Zeraldo
LD Association of Ontario
York Region

SEAC Regulation 464-97

- SEAC orientation handbook should be handed out to each new SEAC representative (legislated)
- Should assign a mentor for new members

Agenda

- 15 minutes on each agenda should be dedicated to:
 1. challenges
 2. successful practices

Special Education Plan

- minority reports
- September Statistical Report by Exceptionality – breakdown of identified students by each exceptionality

Recommended Purchase: Educators Guide to Special Education Law, Brenda Vowlby
Aurora Professional press ISBN 88804-341-4

Layered Funding

Foundation Grant (\$3,367 York)

SEPPA – covers Special education Teachers and LRTs

ISA Level 1 – equipment over \$800

ISA Level 2-3

ISA Level 4

SIP

JK – Grade 3 – funding for communication disorders

Alex Bezzina, Project Leader
Special education Project
Ministry of Education and Training

IEPs

- Linked to curriculum
- Individualized
- Regularly reviewed

Must include:

- Learning expectations of pupil
- Outline of special education programs and services to be provided
- How pupil's progress will be evaluated
- Transition plan for students 14+
- IEP must be prepared within 30 days of start of placement in program

New:

- Report on boards' IEP reviews to be released in the next few weeks
- Transition planning resource guide to be developed within the next year
- Program standards – 12 exceptionalities (held up because of possible funding issues – NO MONEY) – will not be released if any extra money is required
- Special Education Guide for Educators to replace Special Education Handbook in the next few weeks
- Special Education Planner to be released from Curriculum Branch (MORT) in the next few weeks

Other Information;

- Less than 250,000 identified students in province
- 9-12% in each board
- www.edu.gov.on.ca

Lindsay Moir
(former principal)
Owner, Comhnadh Consulting

Recommendations for SEAC:

- Distribute association reports in advance or call for reports rather than go around the table
- Set up a SEAC section in the library to include:
 1. all board policies
 2. Education Act
 3. binder for every member association
 4. books recommended by members(2 steelcase cabinets)

Boisvert Tribunal Decision

Board must provide services to students with special needs or purchases services if unavailable.

Suspensions and Expulsions

Safe Schools Act – Section 306

- A principal does not have to suspend a student if there are mitigating circumstances:
 1. A student does not have control over his/her behaviour
 2. A student does not connect the consequence with the behaviour
- IEPs for exceptional students should have a suspension avoidance plan
- teacher suspensions cannot be appealed to the principal
- Board must develop its own policy (Can't say Ministry gave them authority)
- One board adapted the policy to say a teacher could only suspend a student from his/her class for a day (secondary school) or until the principal dealt with the student (elementary)
- Each board should have a policy for exceptional students for transition from elementary to secondary school
- Therapeutic withdrawal – Is there a board policy? If not, this is illegal. If so, SEAC should pass a motion to change the policy.
- Timeout and restraint can only be administered by a registered psychologist or psychiatrist
- SEAC should request a monthly suspension report for exceptional students (add to special education report)

Transition from Elementary to Secondary

- Each board should have a transition plan for exceptional students entering secondary school
- Each elementary school should complete a transition timetable for each student entering grade 7
- School should develop a transition plan in consultation with parents and student's IEP

Law of Open Access

- Each board has to make available the co-terminus board's secondary school options
- Non-Catholics have a right to attend Catholic schools at the secondary level (not elementary)

Transition Timetable

	Steps to Transition	Projected Date	Persons Responsible	Date of Completion
1.	LRT discusses transition/school placement with family	Oct/Nov Grade 7		
2.	LRT discusses school options with parents and provides contact names and persons who can provide information	Oct/Nov Grade 7		
3.	Generate tentative target dates for transition steps.	Oct/Nov Grade 7		
4.	Elementary school LRT contacts principal of secondary school and discusses options for student with appropriate board personnel.	Jan Grade 7		
5.	Discuss abilities and special needs of student with secondary school program team.	ASAP after initial contact with Sec. School principal		
6.	Parents visit school options as arranged by board personnel.	Jan/Feb Grade 7		
7.	Discussion of education options with transition team.	Jan/Feb Grade 7		
8.	Parents choose education options and discuss with elementary principal.	Jan/Feb Grade 7		
9.	Secondary school personnel visit Elementary school.	March-June Grade 7 or Oct-Nov Grade 8		
10.	Elementary school principal arranges for information about goals, programming, strategies, equipment needs, support requirements and family support plan to be shared with secondary school personnel.	May-June Grade 8		
11.	Introduce student to new school environment and teachers. The student has the opportunity to develop familiarity with his/her new environment and teachers can determine changes which may need to take place before the student's	Nov – June Grade 8		

	entry to secondary school. (eg, accessibility to materials, mobility around classroom.) Depending on needs, it may be advantageous for the student to visit the secondary school several times.			
12.	Receiving school staff obtains appropriate inservicing related to the specific needs of the student.	Prior to September entry		
13.	Verify equipment and support needs have been submitted to the appropriate personnel.	ASAP after secondary school determined		
14.	School transition team contacts family to mutually plan goals. LRT from elementary school visits the new setting.	At secondary school entry Sept, grade 9		
15.	Contact support agencies involved with student	ongoing		

Care and Treatment Programs (Section 19)

- Students medically admitted
- Teacher 'rented' from board
- Board paid for salary and benefits of \$68,000 (most boards hire new teachers and pay them S&B \$40,000)

Child and Family Services Act

- Regulation 81 mandates parents' rights to a meeting to plan the transition from secondary school to work
- Supervision – cannot allow anyone under 14 to supervise a child under 8
- School must provide adequate supervision for students with special needs

Transportation Policy

- Developed by each board
- Optional for each board to provide transportation
- Policy should include provision for length of school day for each child when considering early dismissal or late arrival to save transportation costs

IN THE MATTER OF :

Hélène Boisvert-Lang and Michel Lang, Appelants, (« the parents »)

and

**Le Conseil scolaire de District Catholique du Centre-Est de l'Ontario, Respondent
(« the Board »)**

Decision rendered November 2, 2001

Executive Summary (prepared by the Tribunal)

The parents of PL, born in 1994, appealed a decision of the Board with respect to his identification and placement. The parents also sought a decision, as part of the placement, with respect to the speech and language therapy and occupational therapy services that they believed ought to be provided to their son by the Board.

The Board objected to any evidence or debate as to the services and programs that ought to be provided to the child, arguing that this issue exceeded the Tribunal's jurisdiction which was limited to the identification and placement. The Board argued that the decision on placement was limited to a decision as to whether the child should attend a regular, integrated class or a special class. Consequently, this evidence was heard under advisement.

Hearings were held in Ottawa on April 24, June 21, 22, 28 and 29 and July 13 and 16, 2001. Evidence was heard from the child's mother, a speech therapist and neuropsychologist who both assessed the child, a private consultant in special education, a representative of the Ministry of Education's finance branch, and two employees of the Board.

PL's language delays were first noticed at the age of three years. He was treated at the local children's hospital until he turned five years of age. His difficulties were also noted by his kindergarten teacher. Because of the lengthy delays in obtaining assessments through Board personnel, the parents paid for independent assessments in neuropsychology in 2000, and in speech therapy in the fall of 2000, by the same therapist who assessed PL in 1998 in a hospital setting. Dr. Côté concluded that PL's test results suggested the presence of dyspraxia which had a very strong impact on his language and fine motor skills and probably could also be described as dyslexic as well. However, there was nothing in the test results to suggest an intellectual deficiency. Given his young age and potential for improvement, direct services in speech and language therapy and occupational therapy were strongly recommended.

An independent speech and language assessment was conducted in September 2000 which supported Dr. Côté's conclusions and recommendations. Ms. Luker noted that the child was extremely resistant to challenges and would become extremely discouraged,

very quickly. Given the dearth of materials available in French, and the particular therapeutic challenges he faced, she was strongly of the view that PL needed direct therapy and that a special education teacher would not provide the level of service that he required. This evidence was not contradicted by the Board.

Since March 2000, following the neuropsychologist's recommendations, the parents have paid for about two hours of speech therapy per week. They also purchased psycho-linguistic therapy services and located an occupational therapist who specialized in dyslexia, but those treatments were sporadic and ended after a few sessions.

- At the IPRC in March 2000, the Board staff criticized the neuro-psychological assessment conducted by Dr. Coté, and suggested that the child was more likely to have an intellectual or developmental disability than a learning disability. The Tribunal found Dr. Coté's report to be highly professional and extremely thorough. The Board's attitude was entirely unwarranted, disrespectful and greatly contributed to the poor relationship between the parties. The evidence disclosed that the Board was not inclined to accept any independent assessment from an outside health professional, if the conclusions and recommendations did not accord with its policies as to the delivery of services.

Between March 2000 and until April 2001, the Board did not implement any of the detailed recommendations developed by the neuro-psychologist and the speech therapist. The Board only provided a few group sessions in speech and language therapy, and a volunteer teacher assistant for one or two hours per week. The parents' requested that the therapists retained by them attend at the school to provide services, in order to reduce the amount of missed school time. This request was denied. In November 2000, the mother asked for special support in the class, as she observed her son's difficulties in keeping up with class activities. A pedagogical assessment was initiated by the Board two months later. A special resource teacher was hired in April 2001, who spent half of each day providing either individual teaching or in-class support, for the last ten weeks of the school year. By the end of Grade 1, this teacher concluded that PL was at least one year behind his peers in some areas and closer to two years behind in others.

A further neurological assessment was conducted in the spring of 2001, while the case was before the Tribunal, which clarified and supported the initial tentative diagnosis. It was also noted that the child had made considerable progress on certain indicators of intellectual development, particularly in the verbal quotient, which could be inferred were due to the intensive speech and language therapy services he received over the past year. By contrast, his results with respect to non-verbal and motor skills had not changed, and it was noted that the child had only received minimal physical or occupational therapy since the first assessment.

The Board stated that it did not provide direct, individual speech language or occupational therapy. It was of the view that such services were entirely the purview of the Ministry of Health. The Board's special education plan only provided for assessments, support services to Board staff, and some special language classes. The Board is of the view that it is not obliged to provide such direct services to pupils, and

that it does not receive sufficient funds to do so. The Board is of the view that its current plan meets the legislative and regulatory requirements, and that there were many students with greater needs than PL's who were not being served due to financial constraints. The current plan, adopted in 1998-99, was under review to ensure compliance with the Ministry's most recent standards.

With respect to PL's *identification*, both parties came to agree that PL had a communication disorder based on a learning disability. The parents requested that the identification be more specific so as to include a reference to language and mathematical difficulties and perceptual handicaps associated with dyspraxia and dyslexia. On the basis of the evidence before it, the Tribunal agreed with the parents.

With respect to *placement*, both parties agreed that PL's needs would be best served in a regular Grade 2 class setting with assistance outside the classroom. The Tribunal agreed with this position, however it was necessary to consider whether the placement decision should also refer to services required by the child.

The *Education Act* and the Regulations pertaining to special education, clearly set out the obligations of the Minister of Education and the school boards to provide special education programs which are "appropriate" and "meet the current needs of the exceptional pupils of the Board." The Ministry's current standards for special education plans by school boards, required them to address the specific needs and services of exceptional pupils. The Board's plan was under revision and had not yet been approved by the Ministry in respect of the current standard. The Tribunal was of the opinion that the Board was obliged to provide services which were needed by a disabled child, and, where required, these services should extend beyond the provision of assessments and support to teaching staff.

The Tribunal rejected the Board's narrow interpretation of the term "placement". There is nothing to support this position in the Education Act or the relevant Regulations. Section 17(1) of Regulation 181/98 clearly requires consideration of the services which are likely to be provided to the pupil, in making a decision on placement. Evidence was presented as to practices in various boards across Ontario, to the effect that a pupil could be placed in a "non-traditional" setting or a setting not offered by a Board, such as a Giant Steps program for an autistic child, on a purchase of services basis. The Tribunal preferred the interpretation applied in the 1987 decision of the Special Education Tribunal (English) in Ormerod and the Wentworth County Board of Education.

The Tribunal regretted the poor relationship between the parties. The parents appeared to have been rebuffed time and again in their efforts to advocate on behalf of their child. The child has not received adequate services during the various proceedings to deal with his identification and placement. The parents have spent over \$15,000 for various support services for their son. The Tribunal regretted that it did not have the jurisdiction to order the reimbursement of these costs and expressed its hope that the Board would nevertheless agree to a voluntary reimbursement.

HELD

The Tribunal concluded that it was in the child's best interests, given the poor relationship between the parties, to be as clear and specific as possible in defining his placement. The evidence clearly established that the child's disabilities were serious and that he posed a particular challenge because of his fear of failure. The Tribunal was of the view that his needs exceeded the competence of a special education teacher. His needs for specialized services by an occupational therapist and a speech and language therapist were not based on a "health" or "medical" need but clearly related to his learning difficulties with respect to language, reading and mathematical skills. The Tribunal concluded that the Board was obliged, in accordance with the *Education Act* and Regulations, to provide the services that he needed in speech and language therapy and occupational therapy in order to learn to write and develop his mathematical skills.

The Tribunal therefore ordered as follows:

- a. That PL be identified as having a communication disorder based on a learning disability causing difficulties with respect to language, mathematical and perception skills, associated with a minor cerebral dysfunction (dyspraxia) and dyslexia;
- b. That PL be placed in a regular Grade 2 setting with assistance outside the classroom for 50% of the school day;
- c. That PL's placement include direct, individual services in speech and language therapy and occupational therapy to permit an intensified course of study of reading, writing and mathematical skills and to allow the child to catch up to his peers and improve his self-esteem;
- d. That PL receive individual assistance in class and outside the class setting by staff with the qualifications to deal with his needs;
- e. Given the number of assessments to which the child has been subjected, and to ensure continuity of service, that any assessments required from time to time be conducted by Dr. Côté and Ms. Karen Luker or any other persons designated by them, with the parents' consent;
- f. That the Board, teachers, therapists and parents adopt a uniform approach to the child's special education program and services in order to maximize his chances of success;
- g. That the recommendations submitted by Dr. Côté and Ms. Karen Luker with respect to teaching techniques and tools, be applied in their entirety.

* item may not be common to all cultures

By Three Years of Age, does your child...

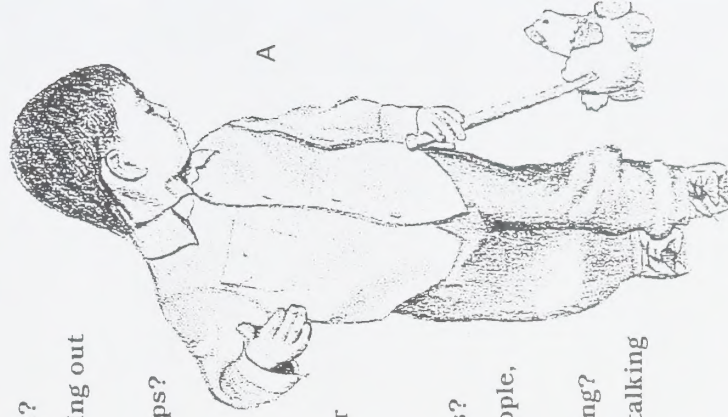
- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Speak clearly enough to be understood most of the time by family? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Understand two step directions (e.g. "Pick up your shoes and put them in the closet")? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Speak in two to five word sentences (e.g. "I go home now")? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Correctly say the words - my, home, pie, hop, bee, bib, no, man, one? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Understand and use some describing words like big, dirty, wet, hot? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Walk up the stairs/steps using the handrail? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Stand on one foot briefly? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Throw a ball forward at least one metre (three feet)? |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Twist lids off jars or turn knobs? |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Turn the pages of a book one at a time? |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Play make-believe games with actions and words? |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Dress or undress with help?* |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Share some of the time (e.g. toys, books)? |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Show affection with words and actions? |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. Play alongside others comfortably? |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. Cooperate with parent's request half of the time? |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. Listen to music or stories for 5 to 10 minutes with you? |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. Greet friends and familiar adults when reminded? |



Note: It is recommended that all children by this age have a vision, hearing and dental checkup. Ask your family doctor or public health unit where these services are available in your community.

By Eighteen Months, does your toddler...

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Identify pictures in a book (e.g. "Show me the baby")? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Use familiar gestures (e.g. waving, pushing away)? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Follow directions when given without gestures (e.g. "Throw me the ball", "Bring me your shoes")? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Use common expressions (e.g. "all gone" or "oh-oh")? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Point to at least three different body parts when asked (e.g. "Where is your nose")? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Say five or more words? (Words do not have to be clear.) |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Hold a cup to drink?* |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Pick up and eat finger food? |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Help with dressing by putting out arms and legs?* |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Crawl or walk up stairs/steps? |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Walk alone? |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Squat to pick up a toy without falling? |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Push and pull toys or other objects while walking? (Picture A) |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Stack three or more blocks? |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. Show affection towards people, pets or toys? |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. Point to show you something? |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. Look at you when you are talking or playing together? |



* item may not be common to all cultures



ACCO USA
WHEELING, ILLINOIS 60090

ITEM NO. 25971

MADE IN USA

0 50505 25971 7

BLACK / NOIR / NEGRO

TONCE/VERDE 08

HAMILTON PUBLIC LIBRARY



3 2022 21334037 1